DOCUMENT RESUME

ED 268 736 EC 182 340

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TITLE A Program to Inform and Change Negative Attitudes about Special Education.
PUB DATE Aug 85
NOTE 113p.; Ed.D. Practicum, Nova University.
PUB TYPE Reports - Descriptive (141) -- Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Disabilities; Elementary Education; Inservice Teacher Education; Knowledge Level; *Mainstreaming; Simulation; *Special Education; *Student Attitudes; *Teacher Attitudes; Teacher Workshops

ABSTRACT

This report describes attempts to inform regular elementary teachers about the needs of handicapped students and to change negative attitudes about special education. Informal staff workshops addressed legislation, common characteristics of handicapped students, and successful techniques for incorporating students with various disabilities into the classroom. Student assemblies were designed to enhance understanding of disabilities through simulation activities. A peer assistant program was also instituted. Eighty-seven percent of the staff participated in the program, and most found the workshops interesting and informative. The peer assistnat program was favorably accepted by staff and students. Appendices include the survey instrument, results of the survey, and sample newsletters. (CL)

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A PROGRAM TO INFORM AND CHANGE
NEGATIVE ATTITUDES
ABOUT
SPECIAL EDUCATION

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NOVA UNIVERSITY

A PROGRAM TO INFORM AND CHANGE NEGATIVE ATTITUDES ABOUT SPECIAL EDUCATION

PRACTICUM I SUBMITTED TO THE FACULTY OF THE
EARLY CHILDHOOD EDUCATION PROGRAM
IN CANDIDACY FOR THE DEGREE OF

DOCTOR OF EDUCATION

BY

BARBARA B. HUMPHRIES

NOVA UNIVERSITY
CLUSTER 15

AUGUST, 1985

VERIFIER'S NAME ..... Annie G. Harvey
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ABSTRACT

A Program to Inform and Change Negative Attitudes about Special Education, Humphries, Barbara B., 1985: Introductory Practicum Report, Nova University Ed. D. Program in Early Childhood. Descriptors: Academic Freedom/Disabilities/Educational Environment/Heterogeneous Grouping/Individual Needs/Mainstreaming/Placement/School Organization/Special Classes/Special Education/Special Education Teachers/Student Attitudes/Student Placement/Student Reaction/Teaching Methods/Transitional Programs.

This practicum provided a program to inform and change negative attitudes about special education. The program provided the staff and students with the opportunity to explore individual differences and to assess their attitudes about the same.

The author's goals were: (1) to have the special education staff and students included as an integral component of the school body; (2) to assess attitudes of the staff and students toward special students; (3) to develop workshops for staff members on (a) landmark legislation (b) characteristics of handicapping conditions and (c) exploring feelings; (4) to co-ordinate student assemblies on individual differences; and (5) to co-ordinate a peer assistant program between regular and special education students.

Eighty-seven percent of the staff participated in the program. Most of the staff found the workshops to be interesting and informative. The workshops clarified many misconceptions about mainstreaming. There was evidence of attitude changes by staff and students which resulted in special education staff and students being included in 72% of the school activities from the planning stage. The Peer Assistant Program developed opportunities for the nonhandicapped students to share meaningful experiences with their handicapped peers.

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CHAPTER I

lNTRODUCTION

Washington, D.C. became the nation's capital in 1800 and has been the home of the federal government since that time. The city was originally designed by General L'Enfant and refined by Andrew Ellicott and Benjamin Banneker. As home of the federal government the District of Columbia has been home to every president since John Adams.

Washington is located among the midatlantic states and covers 69 square miles. The diamond shaped area has 60 square miles of land area and nine square miles of water area. The District of Columbia is bordered by Virginia on one side and Maryland on the other three sides. Along the Virginia border flows the Potomac River. Washington is divided into four geographical sections: Northeast (N.E.), Northwest (N.W.), Southeast (S.E.), and Southwest (S.W.), with the Capitol as the center piece. Washington has an avenue named for every state, thousands of acres of parkland and beautiful trees.

The population recorded by the 1980 census was 638,333 of which 70% was black, 24% was white and 6% was other races. Washington has 95 neighborhoods with names such as Adams-Morgan, Shepherd Park, Brookland, Georgetown and Petworth. The various neighborhoods have single family and multifamily housing arrangements, shopping areas, entertainment, recreation and education. The ethnic diversity in the community is evident in African, Latin, Chinese and Carribbean restaurants; the Chinese New Year celebration in Chinatown; ethnic festivals in Adams-Morgan and at the Greek Orthodox churches.

In 1955 the principal of John Adams Elementary School interested the principal of the then all black Morgan Elementary School in organizing a group to bring the divergent elements of the community together to work for a better environment. The Adams-Morgan Better Neighborhood Conference was developed and succeeded in increasing neighborhood activism. The 70-block neighborhood in the center of Washington roughly bound by Florida Avenue on the south, Harvard

Street on the north, 16th Street on the east and Connecticut Avenue on the west was given the name Adams-Morgan.

There is no one type of Adams-Morgan person. The area is composed of a vast range of cultures and lifestyles, the largest segments of which are blacks, Latinos, Gays, Yuppies, and Italians (Triplett 1984). Adams-Morgan is a perpetually changing city within a city, a handful of blocks that march to their own beat a syncopated symphony of salsa, soul and '60s rock and roll (Porcelli and Regan 1984).

The setting for this practicum is one of the elementary schools in the Adams-Morgan community. It was built on the site of the former Morgan Elementary School. The principal is male with sixteen years experience as an administrator. He has a full-time secretary. The educational staff is comprised of 11 classroom teachers, one librarian, one physical education/science teacher, one reading specialist, one math specialist, one resource teacher, one chapter one teacher and one counselor. The speech therapist,

school psychologist and music teacher are all assigned to the school on a part-time basis. There are six educational aides and three full-time parent aides. The experience of the teaching staff runs from 3 to 24 years with more than half holding post graduate degrees. One educational aide holds a bachelor's degree in education. The cafeteria staff is comprised of one manager and 13 workers. They are responsible for preparing, serving and cleaning the kitchen and cafeteria tables. The custodial staff is responsible for the cleaning and comfort of the physical plant. The 305 students are prekindergarten through sixth grade. The two special education classes are preschool and behavior management.

The author is the preschool special education teacher with a contained class of seven students in an open-space building. The students are bussed to the school with only two students actually residing in the Adams-Morgan community. The author is responsible for implementing Individualized Educational Plans (I.E.P.'s) for the seven students whose chronological

ages are five and six years. The developmental ages of the students are two to four years. Evaluation of the students' progress is an on-going process. The author is also responsible for revising and/or rewriting I.E.P.'s as the need arises. Annual I.E.P. Conferences are held to review and adjust the I.E.P.'s accordingly. The author is responsible for keeping the parents informed about the students' progress or lack of progress. As a member of the Child Study Team the author meets with the counselor, psychologist, reading specialist and classroom teachers to discuss students in regular and/or special education that are experiencing academic and/or emotional difficulties. Finally the author acts as a liason between regular and special education. As the liason she assists the regular education staff with the steps necessary to refer students to special education. The author also assists the regular education staff with strategies to use with problem students in their classrooms.

CHAPTER II

STUDY OF THE PROBLEM

The special education department in this open-space elementary school consists of two teachers, two educational aides and 18 students. The preschool class with one teacher and one educational aide has seven students. The second class with one teacher and aide is a behavior management class and has 11 students. Both classes are one student shy of capacity. The early childhood department is on the first floor. Four classes, prekindergarten, kindergarten, first and second grade, are included in this department. On the second floor in Learning Center I are grades three to six. Two classes are in contained classrooms in the rear of the learning center. The other classes are in the open space area roughly separated by blackboards and bulletin boards but sharing a common area. The learning centers are divided by the library which is in the center of the second floor. Diagonally across form Learning Center I

on the other side of the library is Learning Center II. In the front of Learning Center II is the preschool special education class. Portable walls have been put up to contain the pre-school class. In the rear of Learning Center II is a privately owned day care center and the office for the after school program. This is a community school and has several community based programs. Some are government funded and others are private. The final learning center on the second floor has been designated as office space for one section of staff development. In the rear of this center in a contained classroom is the behavior management class. While the two special education classes were located in areas that are being used by other people, they were still away from the mainstream of the educational program of the school. They were not even in close proximity to one another.

The administration did not readily include special education as a regular component of the educational process. The special education students

missed assembly programs, Reading is Fundamental (RIF) book distributions and sports activities because the classes were not notified about the activities.

Some of the staff members completely ignored the special education students. They did not talk to the students even when the situation presented itself. The author observed staff members walk by special education students without speaking to them but would speak to regular education students standing less than three feet away. She also observed staff members correct regular education students and say nothing to special education students doing the very same thing. Other staff members tried to do everything for the students rather than giving them the opportunity to do things for themselves. On several occassions staff members were observed opening milk, carrying plates to the table and fastening coats for the students rather than letting the students do these things for themselves. They treated the students as helpless rather than allowing them the opportunity to show some independence.

Many students were observed laughing, teasing and mimicking the special education students. Students were observed staring at the special education students and making unkind remarks to and/or about them. They were not considerate of the feelings of the special education students. They were seldom cordial to the special education children.

In essence the special education students and staff were not given the same considerations as the students and staff of the regular education component of the school.

It became apparent to the author at the October faculty meeting that differences were being made between regular education and special education. The principal passed out material to each classroom teacher to be disseminated to their students. The special education teachers did not receive the material. When questioned the principal asked the other staff members to give any extras to special education if they had any. One teacher shared his material immediately. After asking four other

teachers special education was able to get enough of the material. A few days before the staff meeting the author had to request a supply requisition sheet; regular education had the sheets in their mailboxes. The incident at the faculty meeting spurred the author to keep a record of the number of occasions that special education was being included or excluded from school activities. The following table shows the results of the record which was taken from October to December.

TABLE 1

Inclusions and Exclusions of Special Education

Activities	Inclusions	Exclusions
Special Subjects		
Creative Movement	X	
Library		X
Music		X
Physical Education		X
Science		X

TABLE 1

(Continued)

Activities	Inclusions	Exclusions
Assembly Program		
Local newscaster		X
RIF Distribution		X
Assembly Program		
Washington Redskins		X
Football Card Distribution		X
Dental Survey	X	
Finger Printing with		
Local Police Dept.		X
Trimming Christmas Tree	X	
Christmas treat from PTA	X	
Christmas Party Police Dept.	X	
Ticket Distribution		
Georgetown Basketball game		X
Assembly Program		
Local School Partnership		X
Eye Survey		X
Officer Friendly Schedule		X

The author developed a questionnaire that was used to ascertain the feelings of the staff toward special education and various handicapping conditions (see Appendix A). The author hoped to show a change in the attitudes of the staff toward special education students. The questionnaire was given before and after the implementation of the program to change negative attitudes to special education.

The author interviewed eight students (four boys and four girls) from each class. The interview was to find out what students knew about special education. As with the questionnaire the interview was given before and after the implementation of the program (see Appendix B).

The major cause of the problem was a lack of understanding of the needs of the special education students. There was the fear of the unknown. Children and in some cases adults did not know what to expect so they usually expected the worse. Until recently with the passing of Public Law (PL) 94-142 the

handicapped student was not as visible as he is today. There was a tendency to forget about the students with special needs because they did not come in contact with the mainstream. Now special education classes are in regular education buildings, special students are in regular classes but ignorance still festers and the transition remains difficult for both the special needs student and the population into which he is mainstreamed.

During the last twenty years, the federal government has passed important laws regarding handicapped children. PL 88-164 which was passed during John Kennedy's term in the early 60s provided federal funding for the handicapped for the first time. PL 88-164 funded and sponsored service, training and research activities in the field of mental retardation. The next legislation PL 89-10 passed when Lyndon Johnson was president. It provided funding for children with learning disabilities. It is believed that these two pieces of legislation were passed because of the sympathy within the government

during this time. It was felt that the government was sympathetic because Kennedy had a sister that was mentally retarded and Johnson had a family member with dyslexia which is a reading disability (Allen 1980). Each piece of legislation has provided handicapped persons with more rights and services which is why the handicapped population is very visible today. PL 94-142, often referred to as the Bill of Rights for Handicapped Children, has as its main goal to integrate the majority of handicapped children into regular school settings.

Drastic change is threatening to everyone; however, including the young handicapped student into the regular setting does not require extensive retraining. It requires that one be flexible and able to improvise. One must be able to change the program at short notice in order to match the students problem or immediate interest. One must recognize teachable moments and make use of incidental teaching opportunities. There should be a willingness to work

with other professionals and to incorporate their suggestions into classroom practices without singling out the special needs child or making him feel different.

The ability and attitude of the teacher appear to be the most important factors in the success of an integrated program concurs Wynne, Ulfelder, and Dakof, (1975). The role of the teacher is central to the successful integration of special needs children Fortunately the skills needed to work with special preschoolers are basically the same as those necessary to work with any young child. However, there are some areas in which added expertise would be necessary. The successful teacher will need to be able to recognize symptoms of specific handicapping conditions. She must have the ability to structure the classroom environment to adapt to specific needs. Knowledge of normal and atypical developmental processes and the ability to recognize one's own

limitations and know when to seek assistance is of vital importance for successful integration of the special student.

The teacher is not totally responsible for effective mainstreaming. Attitudes whether good or bad filter down from the administrator. Consequently the administrator has to be able to "sell" the idea to the staff and students. Meisels (1977) feels that administrators can plan parent meetings, coordinate outside resources, procure teaching aides, reinforce teachers for their efforts and lend professional advice concerning work with individual children. The teachers and administrators must come to grips with their own feelings concerning deviance, difference and handicaps. In Payne and Murray's (1974) investigation, the attitudes of principals toward the concept of integrating handicapped students into regular education settings were positive for students who were categorized as visually handicapped, hearing impaired, physically handicapped and learning disabled. In contrast, principals were less accepting

of students who were labeled educable mentally retarded, trainable retarded and emotionally disturbed.

If mainstreaming is to be successful, handicapped children must be accepted by their peers and teachers. It is not sufficient to merely place handicapped students in the physical presence of normal children if they are going to be separated by an invisible barrier of anxious curiosity and fear. The right to learn in the least restrictive environment means more that the right to a formal education in the classroom. It implies the right to participate in ordinary school life, to have friends and activities as nearly typical as possible (Miller 1980).

The research literature suggests that if children are generally met with positive attitudes by their teachers, peers and parents they are likely to thrive both academically and socially (Bradley and Newhouse 1975; Coopersmith 1967; Gronlund 1959). In contrast negative attitudes, hostility and rejection can be devastating and cause children to discredit or reject

themselves. It is difficult to overestimate the potential importance of the child's teacher on his or her development. The teacher is likely to be the first adult outside the immediate family to play a major role in the child's life and to continue to have a significant influence throughout the school years agree Mussen, Conger and Kagan (1974).

The first goal of the teacher should be to promote the acceptance of handicapped children as individuals, more like than unlike the other children and to encourage their participation in regular group activities cites Pieper (1974). If teachers carefully plan and control social interactions attitudes toward the handicapped tend to become more positive concurs Hanline and Murray (1974). Haring (1956) suggested that teachers who have an adequate understanding of the nature of exceptionality and a knowledge of the special instructional techniques and methods are potentially more capable in their teaching

relationships with exceptional children, and that teacher acceptance may lead to an atmosphere of acceptance in the classroom.

Generally, no one variable can be identified as a strong predictor of attitudes of educators. Less formal education appears to lead to more positive teacher attitudes (Harasymin and Horne, 1976). Overline (1977) suggests that sex, age, and teaching experience alone are not directly related to teacher attitudes toward mainstreaming. Educators generally appear to be more rejecting of mentally retarded and emotionally disturbed students than other categories.

CHAPTER III

OUTCOMES

The author's goal was to have the special education students treated as an integral entity of the student body. It was the intention of the author to have the special education staff and students included in the planning phase with the other segments of the educational program. The author wished to inform the staff of the reasons special education classes were being housed in regular education buildings and how they would be affected as educators. Landmark legislation was discussed and the impact of the legislation of all educators.

The author informed the "regular" student body about individual differences. Students were encouraged to discover differences they had among themselves. The importance of accepting people as they were was emphasized. The students also were

encouraged to look at a person for who he was and what he could do and not for what he could not do or did not have.

It was hoped by the end of the implementation of this program that the special education students and staff would be considered as an equal part of the school family by being included in 80% of the school activities from the planning stage and not as an after thought.

Two questionnaires were used in the practicum. The first was used with the staff members (see Appendix A). The instrument contained 10 statements and required the participant to circle the number that best corresponded with his feelings about each statements. The choices were:

1. strongly agree
2. agree
3. neither agree nor disagree
4. disagree
5. strongly disagree

For the purpose of analysis strongly agree and agree will be treated as agree, likewise disagree and strongly disagree will be treated as disagree. The first two statements asked the participants about their proficiency in working with special students. Statements three through nine related to special students in various situations and statement ten asked the participants if they felt mainstreaming would work. The entire staff was asked to participate in the program.

The second questionnaire, (see Appendix B), was used with the students. It consisted of four questions. The first question asked the student to define "mentally retarded". The second question focused on a particular disability by asking the student if deaf people could hear. The next question, "Are all "retarded" people just alike?", required a "yes" or "no" response. The last question was divided into seven statements. Each statement required the student to circle "T" for true or "F" for false.

The students to were selected by simple random sampling. Each student was assigned a number. The numbers assigned to girls were put in one box and boys in another then four numbers were drawn from each box. The same process was used in each of the 11 classes to determine the students to take the pretest and posttest. A volunteer assisted the preschool, kindergarten and first grade students that either were not able to read the questions or experienced difficulty in writing the answers. The second through sixth grade students were given the questionnaires and responded independently.

The author also recorded the number of occasions that special education was included or excluded from school activities during the implementation period.

CHAPTER IV

SOLUTION

It was the author's feeling that the staff needed to be informed about special education in general. The author intended to make the staff aware of Public Law 94-142 and how it could affect them as educators and/or public school personnel. The author wished to remove the mystery about special education and mainstreaming in the least restrictive environment. The author planned to erase or at least ease the fears associated with mainstreaming.

The author planned to expose the staff and students to some of the characteristics common to the handicapping conditions of the students in the special education classes. They were also exposed to some of the most common techniques used successfully with the various handicapping conditions. Comparisons were made to show how these techniques might or might not differ from those used in the regular classroom.

In a controlled setting the author had students compare themselves to each other and then to handicapped students in terms of strengths, weaknesses, talents and likes and/or dislikes. The goal was to help students recognize individual differences among "normal" students and handicapped students and also see some similarities in the two groups.

The author planned to have a group of informal workshops for the staff, three or more depending on the needs or requests of the group, and a program for the students to inform and change negative attitudes about special education. The program was introduced in a faculty meeting where the entire staff was in attendance. The questionnaire was distributed, answered and collected. Questions were entertained and the schedule was set up for the implementation of the program.

Each classroom teacher gave the author a class roster. The author then assigned a number to each student. The author kept the boys' numbers separate

from the girls' numbers. Four numbers were selected from each group thus giving the author eight students from each class, 88 students, to take the pretest and posttest. Parent volunteers were used to administer the tests. They were instructed to ask the questions and record the answers that were given by the preschool, kindergarten and first grade students. The second through sixth grade students were given the questionnaires in a group. The eight students from each class comprised each group.

All students selected for the pre and post test were asked if they would give the author some assistance by answering a questionnaire to discuss what they know and how they felt about students that were different from themselves. They were told that they would not be questioned, receive a grade, or be penalized in any way for their answers. The were also asked not to put their names on the questionnaires. The students were asked to think about each question and answer appropriately. They were asked not to talk with their neighbors to discuss answers.

Upon completion of the questionnaires the author tallied the responses of both the staff and the students (see Appendices C and D). At this time the author made arrangements to have the film "No More Special Me" ordered for the second students assembly.

All of the workshops were scheduled for one and one half hours after school. The workshops were held in the family center in a very relaxed setting. Coffee, tea, punch and danish were served. The group sat in a circle. The informal manner in which the information was presented encouraged participation from all participants. The author led all workshops.

IMPLEMENTATION SCHEDULE

October 1984	Practicum Problem Questionnaire (PPQ)
February 1985	Outline
March 1985	Proposal
April 1985	Administer Pretest to staff and students
	Workshop for staff
	Landmark Legislation
	Assembly for students
	Individual Differences
	Simulating Disabilities
	Newsletter Distribution
	Workshop for staff
	Characteristics of Handicapping Conditions
May 1985	Newsletter Distribution
	Assembly for students
	KIDS ON THE BLOCK
	Coordinate Peer Assistant Program
	Workshop for staff

IMPLEMENTATION SCHEDULE

(Continued)

June 1985	Newsletter Distribution
	Workshop for staff if additional topics are requested.
	Posttest for staff and students
	Compiling data to prepare report
June/ July 1985	Prepare Report
August 1985	Write Report and submit to reviewer
	Feedback from reviewer
	Disseminate abstracts to cluster

The first staff workshop addressed legislation that had been fundamental in improving the lives of the handicapped. Thirty-six of the 53 staff members participated in the first workshop. The cafeteria manager was the only one from her staff and only four custodians were released to attend.

The following information was given at the first workshop which was followed by a Newsletter (see Appendix E).

Most of the federal laws and federally sponsored activities for the handicapped have occured within the past 20 years. Organizations such as the National Association for Retarded Citizens (NARC) originally named the National Association for Retarded Children, have persistently expressed interest in such legislation. NARC is an orgaizationn made up of parents of retarded children and other concerned citizens. NARC's efforts began to get results in the early 1960's.

The following Public Laws (PL) were briefly discussed:

P.L. 88-164 was called "Facilities for the Mentally Retarded". The U.S. Government for the first time provided funding for the handicapped. P.L. 88-164 sponsored and funded service, training and research activities in the field of mental retardation.

P.L. 89-10 was referred to as the "Elementary and Secondary Education Act". It provided various types of funding for children with Learning Disabilities.

P.L. 89-313 addressed the learning disabled population but it gave no clear-cut definitions of who was learning disabled and what symptoms were associated with learning disabilities. There were few trained personnel to carry out programs and

because there was so little research in the area it was not possible to know what kind of programs would be effective.

P.L. 89-750 mandated the U.S. Office of Education to establish a special bureau to administer all federal authorities involved in the education of the handicapped. Congress established the Bureau of Education for the Handicapped (BEH). BEH operates within the Office of Education.

P.L. 90-538 known as the "Handicapped Children's Early Education Assistance Act". The act established experimental demonstration centers for the education of handicapped children to serve as demonstration models.

P.L. 91-230 provided money through grants or contracts to establish preschool model programs (1969).

P.L. 91-517 entitled the "Developmental Disability Act". It mandated neurologically impaired children receive services.

P.L. 94-103 mandated services for students who showed no evidence of neurological disorders but were experiencing learning difficulties.

P.L. 94-924 requires Head Start to use at least 10 percent of their funds to service handicapped children (1972).

P.L. 94-142 known as the "Education for all Handicapped Children Act". It mandated educating children in the "least restrictive environment". The main purposes of the act were to:

(a) identify all children in need of services;

(b) ensure free, appropriate, public education;

(c) ensure special education and related services designed to meet the needs of the handicapped;

(d) ensure that the rights of handicapped children and their parents are protected;

(e) assists states and localities in providing for the education of all handicapped children; and

(f) assess and ensure the effectiveness of efforts to educate handicapped children.

What does all this mean to the "regular" educator? It means that "regular" educators will have to relate to handicapped students either directly by having special students mainstreamed into their

classrooms or indirectly by having special classes mainstreamed into their buildings. The "regular" educator will have to:

(a) accommodate and adjust the learning environment to assist the special student which includes preparing students for the arrival of the special student;

(b) work as a team member in planning and implementing the student's Individualized Educational Plan (IEP); and

(c) communicate and involve parents in the educational program for their child.

Enrolling the handicapped child in a "regular" class does not require the teacher of that class to become a special educator since the purpose is to allow the child to experience as normal and regular an educational program as possible. However, classroom organization and practices must be adapted to accommodate the extended range of individual differences to be found in a class when handicapped children are mainstreamed in it.

At this point the author addressed questions and then informed the group that the next workshop would elaborate on some techniques that could be used to adapt their classes to accommodate students with certain handicaps.

The first workshop went well, however the cafeteria manager was the only one to attend the workshop from her staff. The time was not convenient for the cafeteria workers because their working hours are different; they get off at 2:30 P.M. The principal would only give four custodians permission to attend.

The author gave the entire staff a Newsletter. She agreed to clarify any concerns from the people who did not attend the workshop.

The Newsletters were circulated three days after the workshop.

The author had planned to have an assembly for the students to discuss individual differences and to simulate some of the disabilities; however, the staff suggested having their second workshop on the

characteristics of handicapping conditions first. They felt that they wanted more information on the various handicaps before it was introduced to the students. They also felt they would be able to have a better follow up lesson if they had some information on the handicapping conditions. The author honored the request of the staff and held the second staff workshop before having the students' assemblies.

The second staff workshop included characteristics of handicapping conditions and techniques for adapting the classroom to accommodate the handicapped student. Thirty-seven staff members attended. Two itinerate teachers that attended the first workshop did not attend the second, however, three cafeteria workers attended. The rest of the group remained the same except three different custodians attended.

The author informed the group that handicapping conditions included many different kinds of abnormalities and/or disabilities, but the conditions that would be addressed were those that would be most useful for public school personnel.

Mental Retardation, as defined by the American Academy of Mental Deficiency (AAMD), refers to significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior, and manifested during the developmental period. Simply stated, the term is used to refer to persons scoring 70 or below on an IQ test and experiences difficulty meeting age level standards of self-sufficiency and social responsibility. This means that a person can no longer be labeled mentally retarded because of IQ scores alone. Individuals functioning adequately in the community, whether they can or can not do school work or score well on IQ tests, can not be labeled mentally retarded. Mentally retarded children do not develop perceptually in the normal fashion which results in slow development in

body control and eye-hand co-ordination skills. Speech and language skills are acquired at a slower rate which affects the ability to communicate with others at expected age levels. Emotional and social behaviors likewise show slow development.

Suggested techniques for incorporating the mentally retarded student in the classroom are:

1. shorten assignments into smaller units;
2. use concrete materials when possible;
3. give shorter directions; and
4. use visual cues with oral directions.

Visual Impairment refers to visual conditions which, even with correction, adversely affects a child's educational performance. It includes both partially sighted and blind children. Visual impairment in young children does not alter many aspects of the general patterns of growth and development. These children show delays in body posture movement and self-awareness. They often

display self-stimulating behaviors which include rocking, finger poking, spinning about, and the initiation of strange noises.

Suggested techniques for incorporating the visually impaired student in the classroom are:

1. use heavy black marking pen on dittoed worksheets;
2. delineate lines on writing paper with black marking pen;
3. write chalkboard assignments on paper;
4. record lengthy reading assignments; and
5. have a magnifying glass available to use with printed material.

Neurological Impairment refers to individuals who have specific and identifiable central nervous system disorders. Cerebral Palsy and Epilepsy can both be attributed to a central nervous system disorder.

Cerebral Palsy (CP) is the result of damage to the portion of the brain called the motor cortex which controls movement and posture. There is usually some impairment of intellectual and perceptual development.

There are many degrees and many types of CP which are sometimes found in combinations in the same individual. Some of the most common types of CP are:

a. Spasticity - increased muscle tone;

b. Athetosis - slow, writhing movements;

c. Rigidity - extreme stiffening of legs and arms;

d. Ataxia - muscle incordination due to balance disturbance;

e. Tremor - Involuntary shaking movements;

f. Atonia - Limpness and lack of muscle tone.

Epilepsy is characterized mainly by convulsions. Though there are several classifications of epilepsy, grand mal seizures and petit mal seizures are most likely to be encountered by teachers. In a grand mal seizure a student may:

a. lose consciousness for several minutes;

b. fall to the floor;

c. become rigid;

d. have severe jerking spasms in arm, face and leg muscles;

e. drool or froth at the mouth;

f. lose control of urine and bowels;

g. breathe irregularly.

Petit mal attacks are much milder. The seizure lasts only a few seconds. In a petit mal seizure a student may:

a. have brief staring episodes;

b. flutter the eyelids; and

c. have lapses in speech fluency.

What should you do if a student has a grand mal seizure?

1. BE CALM. The child will regain consciousness in a few moments.
2. Try to prevent injury to the student by breaking the fall and keeping the student from falling on furniture or toys.
3. Loosen tight clothing especially around the neck.
4. Turn the child's head to the side.
5. Wipe away discharge from the mouth and nose to aid breathing.

6. Never attempt to restrain student's movements; and
7. Let the student rest following the seizure. Assure the student that all is well as consciousness returns.

There are no general techniques for incorporating the neurologically impaired student in the classroom. The student with epilepsy probably will not need any special adaptations for survival in the classroom. The cerebral palsied (CP) student may be able to benefit from any of the following techniques:

1. appoint a buddy to bring assignments or handouts to and from the CP student;
2. students should be allowed to answer test orally if they find writing laborious because of poor muscle control; and
3. attach the student's pencil to the desk by taping or tacking string to the desk to assist the student in retrieving a dropped pencil.

Learning Disability (LD) is defined in PL 94-142 as a disorder in one or more of the basic psychological processes involved in understanding or using language which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. The LD student does not achieve commensurate with his own age and ability level when provided with appropriate learning experiences. He also has a severe discrepancy between achievement and intellectual ability.

The following suggestions would help the LD student:

1. give short oral directions;
2. keep the student's desk organized, a weekly desk cleaning with adult supervision maybe helpful;
3. allow students with poor auditory processing to use a tape recorder, it lets them replay the directions; and

4. cut long worksheets into smaller units giving the student one unit at a time.

Emotionally Disturbed (ED) students often exhibit behaviors which are seen in "normal" children. The major difference is the frequency of the behavior. The ED student will exhibit these behaviors several times a day over any minor frustration. Some of these behaviors are:

a. self-destructive behavior (head banging);

b. cruelty to animals;

c. temper tantrums;

d. inability to tolerate frustrations;

e. moodiness and withdrawal;

f. difficulty in making friends.

Suggested techniques for incorporating the Emotionally Disturbed student in the classroom:

1. structure is the key, do not change the schedule or move furniture without preparing the student for change;

2. use a timer to remind the student how much time remains to complete an assignment;

3. provide immediate feedback; and
4. keep daily schedules readily available to remind student what is to be done and when.

Hearing Impairment is one of the most controversial handicapping conditions. The authorities agree that all hearing losses are serious. They are often very difficult to detect in infants and young children. Hard of hearing children have been incorrectly diagnosed as mentally retarded. Students experiencing hearing losses may show academic retardation, limited vocabulary, and poor language skills.

The following techniques can be used with students that have hearing losses:

1. the hearing impaired student must be able to see the speakers lips, do not talk to the class with your back to the window because the outside light creates a shadow across the lips;
2. speak at your normal rate and loudness for any language teaching-learning situation;

3. sit or stand still, it's difficult to focus on a moving target;
4. do not exaggerate lip movements or pause between each word, this makes lipreading more difficult;
5. use visual instructions whenever possible; and
6. place the hearing impaired student near the front of the room away from a playground window or heating and air conditioning units.

At the close of the workshop the the author informed the group that it was her intention to enlighten them on some of the handicapping conditions that students could conceivably have and be mainstreamed into the "regular" classroom. The strategies for accommodating students with these conditions into the classroom are only suggestions and may or may not meet the needs of some students. The staff can significantly help handicapped students by recognizing their strengths and weaknesses and by positively interacting with them as children rather

than as types of problems such as mentally retarded, deaf or blind. Principals, teachers, and other educational personnel are models in the area of attitude. We have individual and group responsibility to one another for developing positive attitudes.

The author prepared the newsletter for the second workshop before holding the second workshop and handed them out at the conclusion of the workshop (see Appendix F). The author gave the newsletters to the people that did not attend the workshop on the following day.

The second workshop was too long. Though the author briefly touched upon each of the handicapping conditions, it developed into too much information for one session. The workshop could have been divided into two workshops:

1. Characteristics of Handicapping Conditions, and
2. Techniques for Accommodating the Handicapped Students

The next aspect of the program was an assembly for the students. The assembly was held for the entire student body, preschool through grade six, in the auditorium of the school. The purpose of the assembly was to assist the regular education students in understanding the difficulties of being handicapped by involving them in activities simulating a variety of handicapping conditions.

The author called the group to order and asked if she could have a few volunteers to help her demonstrate a few simple activities. Without giving any additional information the author selected three students. She had two grocery bags, full but not heavy. The author asked the first student to carry the two bags to a table across the auditorium. The student picked up the bags and just before he started walking the author told him that she wanted him to carry the bags but he had to use a pair of crutches that the author had concealed. The student's facial expression changed immediately. The student took the crutches, placed them under his arms and then tried to

pick up the bags. After several attempts he took one crutch from under his arm and tried to put one bag in each hand but then he couldn't get the crutch back under his arm. Shaking his head he finally said that he could not do it by himself. The student body was asked if they had any suggestions. After several futile attempts the student gave up.

The author asked the student how he felt when he tried to carry the bags using the crutches. He told the students that at first he thought it was funny but then he got frustrated because it seemed like such a simple task. He also said he didn't like the way it made him feel.

The second student was asked to carry one bag to the table but she had to follow a path made by arranging two rows of chairs. The student smiled said she could do it picked up the bag and started to walk. The author stopped her and told her she had to do it blindfolded. The author tied a folded dark scarf around the student's eyes then pretended to move some of the chairs. The student had to feel around to find

the bag and then moved very slowly with one hand extended looking for the chairs. She finally got the job done but it took her almost three minutes. It would have taken less then 10 seconds to do without the blindfold.

The author asked the student how she felt. She said it was scary because she did not know where she was going. She thought she was going to fall or walk into the chairs.

The third student was asked to repeat a sentence after the author. The author told her she would have to put on a pair of earphones. The author asked her if she was ready. She said yes and watched the authors lips very attentatively. The author started walking back and forth in front of the student and asked her to say "Today is a bright, sunny day." The author spoke in a normal conversational tone. The student said "huh" several times. Then she asked the author to be still so she could hear her. After several attempts she took the earphones off and said she could not hear anything the author was saying.

The author asked the student how she felt. She said it was strange because she did not know what was happening.

At this point the author told the student body that some students have to cope with similar situations everyday. The author told them that most of the people in the auditorium carry bags and repeat or respond to spoken words without really giving it a second thought but for some people it can really be a difficult task. The author asked the students what they could have done to help the three students in the three situations. Most students agreed that they would have offered some assistance to the students in each situations.

The author asked the students if they thought people learned in different ways and if some people learn some things faster than others. After a short discussion on individual differences, the author told the student body that we all have some differences. She told them it is all right to be different and there is nothing wrong with asking someone for help if

you need it.

The author told the students that she wanted them to think about the activities that had taken place today and to be aware of situations in which they can help people that are not able to do things for themselves. The author told the students she would give their teachers some more activities which simulate other handicapping situations in their classrooms (see Appendix G). At the end of each activity the students discussed the problems and strategies used to alleviate the problems.

The assembly program met the intended goal. The students were beginning to understand the difficulties involved in being handicapped. They discussed the frustrating feelings of not being able to do what is normally taken for granted. The follow up activities gave more students an opportunity to experience some of these frustrating feelings.

The author previewed the film "No More Special Me" (1981) which was to be used for the second student assembly. The film was to show how "The Kids on the

Block" puppets encouraged nondisabled children to ask questions and learn about their handicapped peers. The Kids on the Block are a troupe of disabled and non-disabled puppets used to teach children about disabilities and differences. The Kids represent children with a variety of disabilities such as cerebral palsy, epilepsy, blindness or deafness. The film was hosted by Bert Newton, an Australian entertainer, and featured the child-size puppets describing their abilities and disabilities in a clear uncomplicated manner. The problem the author found with the film was the host and Barbara Aiello, the creator of the "Kids" made several appearances during the film giving technical information that the author did not feel the students would understand.

It was necessary for the author to change the second assembly due to the inappropriateness of the film. The author collected some items that aid individuals in their daily lives:

1. wheelchair
2. crutches
3. white cane
4. helmet
5. braille book
6. eye glasses
7. hearing aid
8. toothbrush
9. pencil and ruler
10. watch

The author planned to let the students examine and use the equipment encouraging them to inquire about the how and why they are used. The intent of the activity was to let students know that it is necessary for all people to use some types of aids to do some jobs more effectively. The author also felt that students would be less interested in the aids/appliances used by handicapped peers and more interested in the peers if they had the opportunity to familiarize themselves with the various aids/appliances.

The author placed the items, with the exception of the wheelchair, crutches, and cane, in a large cardboard box. The wheelchair, crutches and cane were beside the box. The author conducted a discussion with the students emphasizing the fact that some things can be done better with proper assistance. Sometimes the assistance comes from another person and sometimes it comes from an item. The author called the students' attention to the wheelchair, crutches, and cane. The author opened the discussion by asking what the three items were and what they were used for. The students gave their ideas about the items and the advantages and disadvantages of having to use them. Several students were invited to use the items.

Then the author told the students there were more articles in the box that could be used to help do things better and/or more easily. Students were chosen to select an item from the box and to talk about it. The students could not see in the box, they selected the items by touch only.

The author hoped that after participating in a variety of simulated experiences and learning about and using aids/appliances used by the handicapped that students would begin to understand why disabled people walk, move, behave or communicate the way they do. The author wanted the students to learn that disabled people had feelings and sensitivities similar to those they experienced during the simulations.

The author also introduced the Peer Assistant Program to grades 4-6. She told the students that if they would like to participate they would have the opportunity to work with the special education students. There would be many opportunities to participate as Peer Assistants. The author informed the students that the program was voluntary. Some activities would be:

1. Buddy on field trips
2. Read stories
3. Playground Buddy
4. Assist students to and from bus.

The Peer Assistant Program was very effective. It lasted four weeks. Twelve girls and two boys volunteered to participate. The assistants went on two field trips. Each assistant was assigned a buddy. They were responsible for:

1. keeping their buddies in line
2. keeping them quiet at appropriate times
3. asking them questions to see if they understood what was happening
4. assisting with lunch.

The assistants were assigned to the two special education classes. The program was set up so that the assistants worked in each special education class two days a week. In the preschool class, they assisted with gross motor skills during the morning recess period; joined the preschoolers for lunch to assist with self-help skills; and read stories before rest period. In the behavior management class they learned

to play chess from the special education students; were responsible for seeing that these students were included in play activities on the playground; and assisted with special projects.

The program was so effective until it was suggested that we have a similar program next year between regular education and special education and regular education and regular education. At the end of the Peer Assistance program the students were given the posttest in the same manner they were given the pretest.

The author had noticed evidence that the special education students were being included in more activities in the school (see Appendix H). The regular education students and staff were more receptive to the special education students. There was evidence of a conscious effort to include special education as a component of the total program. The following table is a record of the number of occasions that special education was included or excluded from activities during the implementation period.

TABLE 2

Inclusions and Exclusions of Special Education During Period of Implementation

Activities	Inclusions	Exclusions
Assembly Program		
Youth Choral Ensemble		X
Final RIF Distribution		X
Hearing Survey		X
Student Pictures	X	
Assembly Program		
African Folk Tales	X	
Sixth Grade Fundraisers		
Gong Show	X	
Movie	X	
Bake Sale		X
Staff vs Student Games		
Basketball	X	
Volleyball	X	

TABLE 2

(Continued)

Activities	Inclusions	Exclusions
May Festival	X	
Career Awareness Day		X
Poster Contest		X
Weekly Bulletins		
Special Ed Activities		X
Blood Pressure Screening		
Staff	X	
Breakfast Meeting		
NEA Representative	X	
Awards Assembly	X	
Staff Meeting		
Class Highlights	X	
Promotion Activities		
Student participation		X
Student's name on program		X
Closing Activity		
Staff - Social Affair		X

The final workshop for the staff was Exploring Feelings. Twenty-eight staff members attended the final workshop. The author asked each participant to make a list of no less than five personal attributes. Next the author asked each person to select a partner. Each person was then asked to list at least five of their partner's attributes without referring to their partner's lists. Some of the lists were discussed. The discussions included a comparison of the attributes the persons listed for themselves with the ones listed by the partner. There were partners whose lists were similar, others were very different but few people disagreed completely with the attributes listed by their partners.

The author explained the purpose of the activity was to see how the participants felt about themselves and others, in this case their partners. Research suggests that teachers with positive attitudes toward themselves promote a positive classroom atmosphere,

while teachers with negative attitudes toward themselves promote negative feelings among students (Combs, 1965 and Jersild, 1965).

The success or failure of mainstreaming depends heavily on the acceptance of the handicapped by teachers and peers. The author asked the staff to analyze their feelings about the following statements:

1. "The teacher said I should be back in the retarded class because I missed my math problems."
2. "Crippled children have no business playing on the playground."
3. "The teacher said I was out of luck when I told him I didn't understand the assignment."
4. "Johnny misses the directions because he doesn't want to hear them not because of his hearing problem."

If negative attitudes are to be relinquished statements like these should be eliminated. The same statements were changed into positive statements that could be used to encourage and praise the students'

efforts. Attitudes change as a result of recognizing the problem and becoming informed about it. When differences are respected each student is seen as different. The attitude of respect for differences places value on individuality, the recognition of individual strengths and weaknesses and the development of personal relationships in which differences are valued.

Positive relationships grow out of open acknowledgement of strengths and weaknesses. Every student including the handicapped has strengths, just as every one including the "normal" student has weaknesses. When weaknesses are recognized as natural parts of every human being then we will begin to understand individual differences. encourage students to discuss their strengths and weaknesses. Develop a positive and constructive environment in which it is safe to say "I don't know." or "I need some help."

Positive attitudes and expectations for all children, but especially for the handicapped, should be combined with praise, support and encouragement.

At the conclusion of the workshop the author distributed the newsletters (see Appendix H), and thanked everyone for participating in the program. The author asked everyone to complete the posttest.

CHAPTER V

RESULTS, CONCLUSIONS AND RECCOMMENDATIONS

The program to inform and change negative attitudes about special education was developed to impart information about differences and clarify many of the misconceptions about handicapped students. It was the goal of the author to have the special education department treated as an equal entity of the school family. Observations by the author showed that the staff and students were being included in only 22% of the school activities from the planning stage (see Table 1). Handicapped children are mainstreamed because it is believed that they can learn best in that setting with as little segregation and modification as possible. They should be provided as normal a school experience as possible. They should have the opportunity to participate in many of the same activities and should be educated in the same manner as their nonhandicapped peers to the greatest extent possible. (Miller, 1980; Spodek, Saracho, and

Lee, 1984). No two children are alike; they vary in their abilities, temperaments, interests, and needs. Handicapped children are just as individual (Jeffree, Mc Conkey, Hewson, 1981). The goal of this program was to inform the staff and students about some of these differences and to have them evaluate their feelings.

The program brought out the importance of describing students' educational strengths and needs rather than stressing their weaknesses and shortcomings.

The results of the staff questionnaire (see Appendix C), shows there was a change in the attitude of the staff that participated in the program. Participation in the program was voluntary. Thirty-six staff members attended the first workshop, 37 attended the second and 28 attended the final one. Seven staff members did not attend any of the workshops, 31 attended two and 26 attended all three. All of the classroom teachers attended all three workshops.

RESULTS OF STAFF SURVEY:

Prior to this program only eight staff members had received any training for working with special students, at the conclusion of the program 48 persons considered the information they received from the program as training in preparation to work with special needs students.

Forty-nine staff members did not feel competent to work with special students. At the conclusion of the workshop only three persons still felt they were not competent, 13 were not sure, and 32 felt competent enough to work with special students.

Only six people agreed that special students would do well in regular classes when people understand that being different is O.K. Twenty-two were undecided, 25 people disagreed and seven agreed with the statement. The posttest revealed there was a change in attitude about the statement. After the implementation of the program 26 people were undecided, 12 disagreed and 10 agreed. Though only three more people agreed and four more were undecided

that special students would do well in regular classes when people understand that being different is O.K. There were less than half that disagreed after the program which means people are at least attempting to address the issue.

Most of the staff agreed that their attitudes would affect the attitudes of the students before and after the program's implementation. Before the program there were six people that were either undecided or disagreed with the statement. After the program one person was undecided everyone else agreed. The author's findings support Wynne et al. (1975) the ability and attitude of the teacher appear to be the most important factors in the success of an integrated program.

Three staff members were undecided about setting limits for special education students before the program. The other 50 agreed that limits should be set for these students. There was no drastic change in this area. After the implementation everyone agreed that these students also need limits.

Fifteen participants were undecided about special students staying in special schools or classes. Twenty-six agreed and 12 disagreed with the statement before implementation. Upon completion of the implementation of the program eight people agreed, 10 people were undecided and 32 people disagreed. Mainstreaming enhances the lives of handicapped students and of nonhandicapped students. Spodek (1984) et al. say it gives handicapped children the chance to join in the "mainstream of life" by including them in the regular preschool experience, and gives nonhandicapped children the opportunity to learn and grow by experiencing the strengths and weaknesses of their handicapped friends. The regular educator must remember that she is indeed a part of that team when working with the handicapped student. According to Lowenbraun and Affleck (1976), the regular educator has a right to expect additional assistance if a handicapped student is placed in her class.

Emotionally disturbed students are just bad and should be reprimanded. Twenty-two people were undecided and three agreed with this statement before the program. The majority of the staff, 28 persons, disagreed. After implementation six people were still undecided and 43 people disagreed with it. Most of the staff came to realize these students were often unsure of what was expected of them and that they need very clear rules and instructions.

There was little change on the next item. All special students are retarded. Before implementation three people agreed with this statement the other 50 people disagreed. After implementation all 53 participants disagreed. No two children are alike; they vary in their abilities, temperaments, interests and needs. Handicapped children are just as individual (Jefree, McConkey, Hewson, 1981).

Expectations of special students should be kept low. Eighteen participants agreed, seven were undecided and 28 disagreed before the program. Handicapped and nonhandicapped students need

opportunities to try and to succeed. They should receive recognition and praise for their efforts as well as their achievements. Give handicapped students honest praise. Many have suffered much failure in school. They need to know that they are capable of success (Baker, et. al. 1982). They must be allowed to move at their own paces, yet ensure they do keep moving, with some gentle insistence if needed (Allen, 1980). Expectations should be realistic for all students handicapped or not. After implementation of the program, 42 people disagreed, one was undecided and five still agreed with the statement.

Finally, before implementation 30 people were undecided, eight agreed and 15 disagreed with the statement, "Mainstreaming is a good idea but it will not work". After implementation eight people still agreed with the statement, however it is not known whether they were agreeing to mainstreaming being a good idea or that mainstreaming would not work. For this reason this statement should have been treated as two different statements. Eighteen people were still

undecided and 22 disagreed after implementation of the program. Do to the poor structure of the statement the author is not sure what the participants are disagreeing to and perhaps this accounts for the high number of undecided responses.

RESULTS OF STUDENT SURVEY

Eighty-eight students took the pre and posttest. The responses to questions 1-3 are recorded "Y" (yes) and "N" (no) and 4a-4g are "T" (true) and "F" (false). The student survey (see Appendix B), started by asking the question, "What does 'mentally retarded' mean?" The author recorded acceptable answers under "Y" and nonacceptable answers under "N". The author accepted any answer that talked about: "being slow," "not able to learn like everyone else," "having a learning problem" or "taking a long time to learn something". The author did not accept answers like: "dumb," "stupid" or "acting funny".

Using the above criteria the author found that 23 of the 88 students defined "mentally retarded" appropriately before the program and 65 of the 88 defined it appropriately after the implementation.

The next question asked if you were deaf would you be able to communicate with people? Forty-nine people said yes on the pretest and 70 said yes on the posttest.

Question 3 asked are all "retarded" people just alike? Forty-seven students responded yes on the pretest and 15 responded yes on the posttest.

Though the author was pleased with the answers on the posttest and they increased and/or decreased as the author hoped they would the questions were asking for information that was not given in the program. The program for the students did not give the kind of information required to answer these three questions. The students program addressed feelings. They were given opportunities to simulate activities of various handicapping conditions then describe the feelings they had as a result of the simulations. The

questions would have measured what was learned during the implementation period if they had addressed feelings and/or attitudes.

Each part of question four required a true or false response. No one is perfect had 50 true responses on the pretest and 68 on the posttest. The students had an opportunity to explore likenesses and differences and to discuss the feelings associated with the differences.

"Retarded people work hard to do things.", had 33 true responses on the pretest and 70 on the posttest. Once again the simulations gave the students an opportunity to experience the struggle that retarded students have in accomplishing goals.

"Blind people can not walk.", received seven true responses before the implementation and one after the implementation.

"Retarded people do not have feelings.", received 27 true responses on the pretest and 12 on the posttest. The author feels the program successfully

promoted the acceptance of handicapped children as individuals more like than unlike themselves (Pieper, 1974).

"Deaf people can hear if you yell at them.", received 63 true responses before the program and 34 after the program. The simulation experience gave some techniques for communicating with the deaf. The purpose of the program was to make students aware of social amenities that could help handicapped students.

"I should be kind to people with differences.", received 80 true responses before the program and 88 after the program. To reiterate Bradley and Newhouse (1975); Coopersmith (1967); Gronlund (1959) if children are generally met with positive attitudes by their teachers, peers and parents they are likely to thrive both academically and socially. The author feels that the students have developed a more accepting attitude toward the handicapped and are more cognizant of individual differences.

"Everybody needs friends.", received the same response before and after the program. The entire group responded true.

The Peer Assistant Program was favorably accepted by the staff and students. The program was used for nonacademic activities. Hanline and Murray (1984) say when integration includes structured interactions, nonhandicapped students develop more accepting attitudes toward their severely handicapped peers, and severely handicapped students profit from learning opportunities not available to them in segregated educational settings. Hanline and Murray's observations were evident in the Peer Assistant Program. The nonhandicapped students were observed playing with their handicapped peers and including them in activities with other nonhandicapped students. Nonhandicapped students began calling handicapped students by their names and spoke to them when occasions presented themselves. It has been suggested that the program be implemented again in the Fall but

not be limited between regular and special education. Some staff members would like to have peer assistants work with their regular education students.

Finally the author's goal to have the special education staff and students considered as an equal entity of the school family by being included in 80% of the school activities from the planning stage and not as an after thought. The author feels the program was very successful. Table two shows that during the implementation period special education was included in 72% of the activities that took place during that period (see Appendix H). Though the author had hoped to see an 80% increase she feels the 72% increase is indeed a marked increase and feels the entire school family is richer from the experiences received during the implementation of the program.

The author's program supports the research literature. Knowledge leads to the formation of attitudes that determine behavior. Knowledge of the needs of handicapped students and of mainstreaming can lead to positive attitudes toward handicapped students

(Paul, Turnbull, Cruickshank, 1977). The author observed the staff and students become more accepting of the handicapped students as they learned more about them and some of their handicapping conditions.

RECOMMENDATIONS

1. Ideally the program should be implemented before special education programs are placed in the school.
2. The second workshop should be divided into two workshops:
    a. Characteristics of Handicapping Conditions
    b. Techniques for Accommodating the Handicapped Student
3. The troupe of puppets, The Kids on the Block, should be used in place of the film No More Special Me (1981) which was not appropriate.
4. The staff workshops could be given on a staff development day thus the entire staff could participate regardless of working schedules.

5. The newsletters should be prepared before each workshop to be disseminated at the end of each one.
6. On the staff questionnaire there are two instances that refer to "in my class". Since the program is for the staff this statement should be eliminated.

DISSEMINATION

The author plans to disseminate the program throughout the D.C. Public School System (DCPS). Her intention is to introduce the program to the special education department in the four regions of the DCPS. She also plans to present the practicum at the DCPS Annual Special Education Convention.

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Spodek, B., Saracho, O. N. & Lee, R. C. (1984). Mainstreaming Young Children. Belmont, California: Wadsworth Publishing Co.

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Wynne, S., Ulfelder, L., & Dakof, G. (1975). Mainstreaming and early childhood education for handicapped children: Review and implications of research. Washington, D. C.: Division of Innovation and Development, Bureau of Education for the Handicapped, U. S. Office of Education.

Appendix A

Attitudes Toward Special Students

Instructions: Circle the number that best corresponds with your feelings about each statement.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1. I have received some training for working with special students.	1	2	3	4	5
2. I feel competent enough to work with special students in my class.	1	2	3	4	5
3. Special students will do well in regular classes when people understand that being different is O.K.	1	2	3	4	5
4. My attitude about special special students will affect the attitudes of the students in my class.	1	2	3	4	5
5. Special students should be given limits.	1	2	3	4	5
6. Special students should stay in special schools/ classes.	1	2	3	4	5
7. Emotionally disturbed students are just bad and should be reprimanded.	1	2	3	4	5
8. All special students are retarded.	1	2	3	4	5
9. Expectations of special students should be kept low.	1	2	3	4	5
10. Mainstreaming is a good idea but it will not work.	1	2	3	4	5

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Appendix B

Assessing Student Attitudes

Directions: Think about each question before you answer.

1. What does "mentally retarded" mean? _____
_____
_____

2. If you were deaf would you be able to communicate with people?
_____.

3. Are all "retarded" people just alike? _____

4. Circle T for true or F for false

No one is perfect.	T	F
Retarded people work hard to do things.	T	F
Blind people can not walk.	T	F
Deaf people can hear if you yell at them.	T	F
I should be kind to people with differences.	T	F
Everbody needs friends.	T	F

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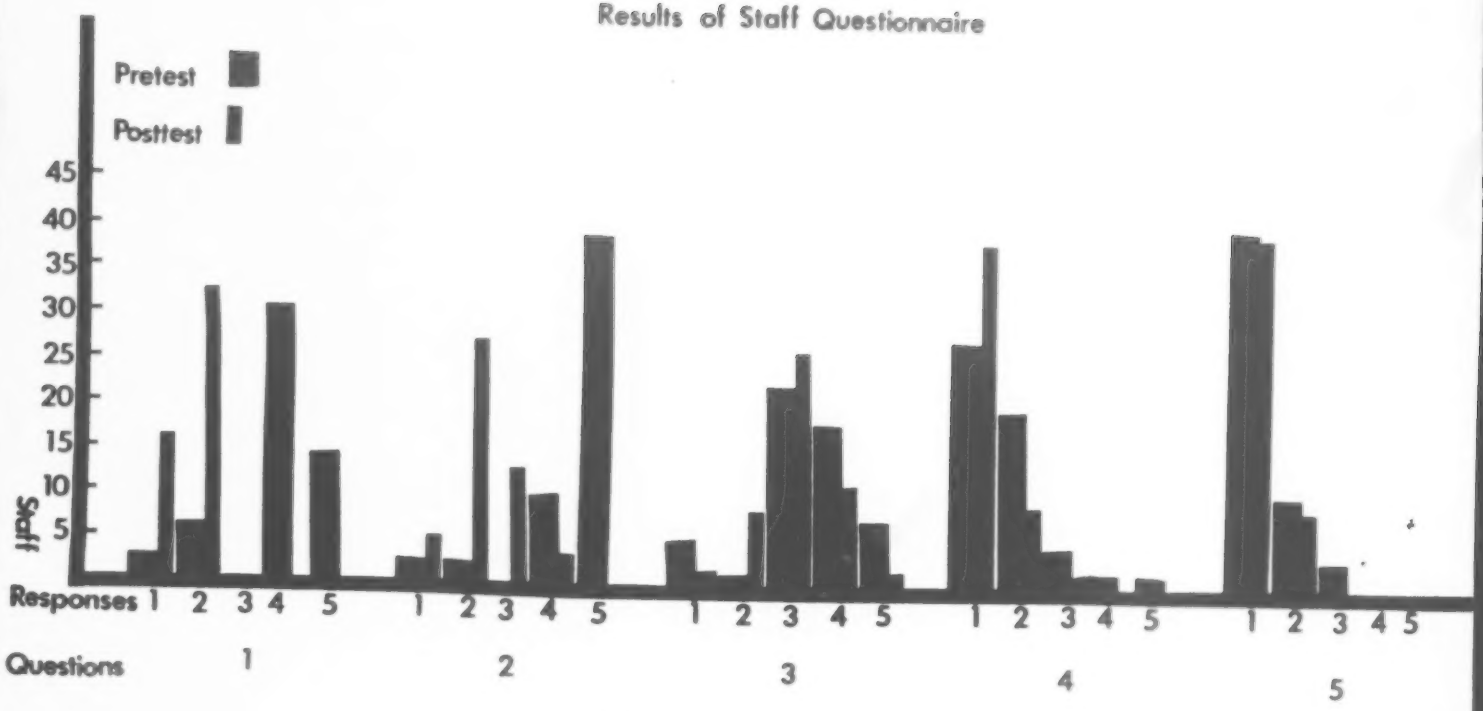
Appendix C

Results of Staff Questionnaire

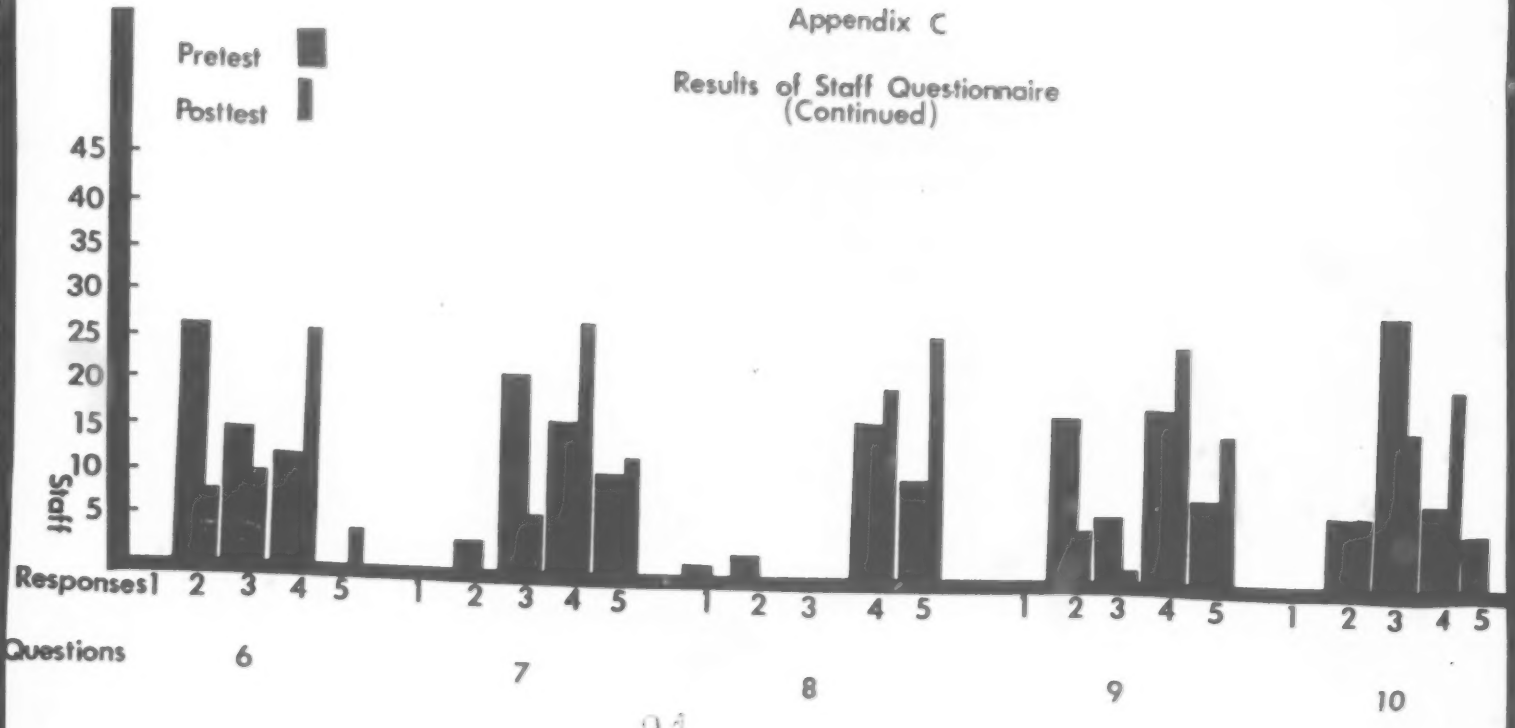
Appendix C

Results of Staff Questionnaire



Appendix C

Results of Staff Questionnaire (Continued)

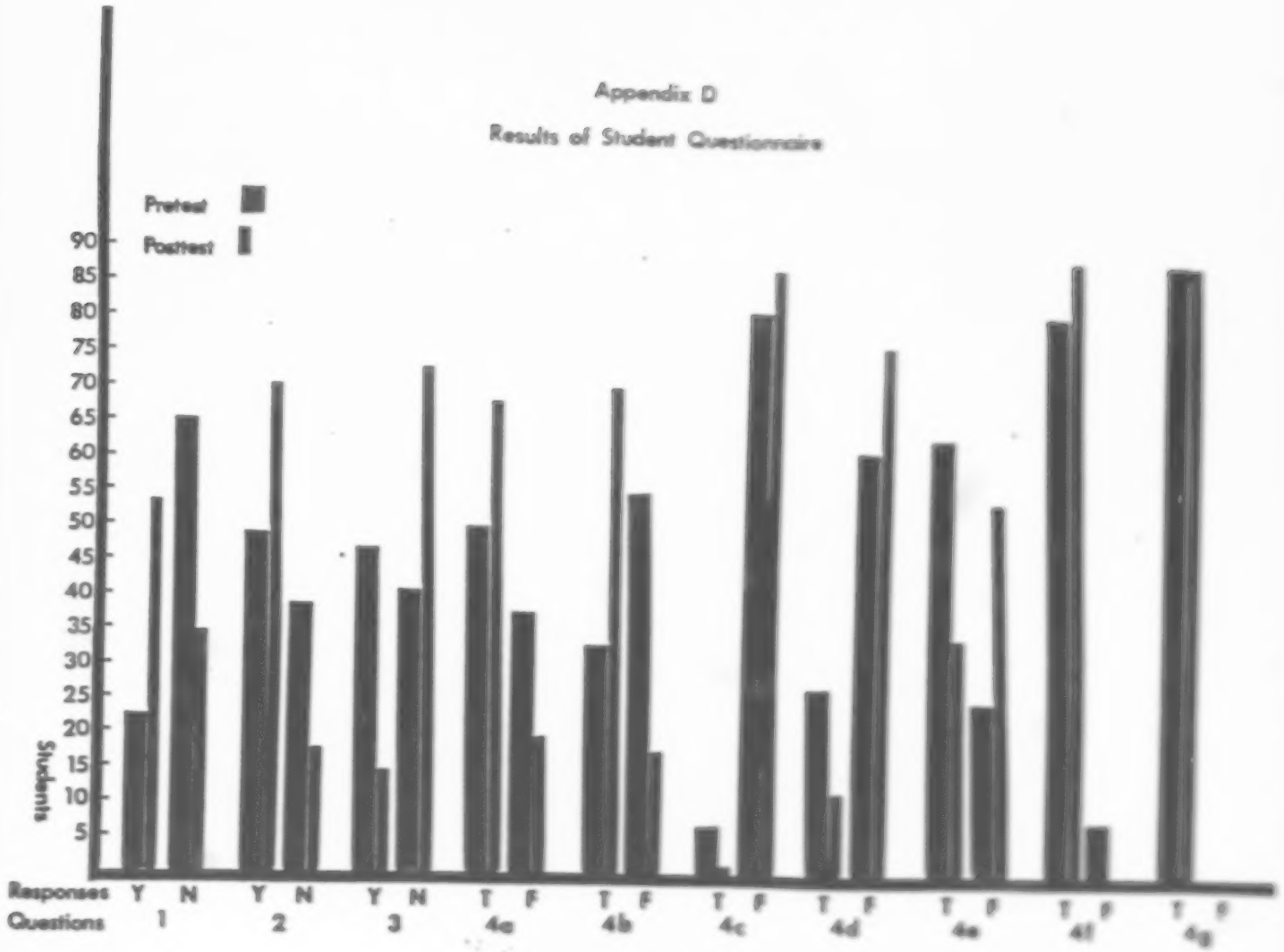


Appendix D

Results of Student Questionnaire

Appendix D

Results of Student Questionnaire



Appendix E

Newsletter 1

Landmark Legislation

Special Ed. Notes

Did you know?

Landmark Legislation

The following list of federal laws have sponsored activities for the handicapped:

PL 88-164 Sponsored and funded service training and research activities in the field of mental retardation (1963).

PL 89-10 Provided various types of funding for children with Learning Disabilities (1965).

PL 89-313 Addressed the learning disabled population but gave no clear definitions of who was learning disabled.

PL 89-750 Established Bureau of Education for the Handicapped (BEH) to administer all federal authorities involved in the education of the handicapped (1966).

PL 91-230 Provided money to establish pre-school model programs (1969).

PL 91-517 Mandated services for Neurologically Impaired Children.

PL 94-103 Mandated services for students experiencing learning difficulties but showed no evidence of neurological disorders.

PL 94-924 Requires at least 10 percent of Head Start funds be used to service handicapped children (1972).

PL 94-142 Provides the legal basis for providing educational services in the "least restrictive environment" (1975).

The federal legislation means that regular educators will have to relate to handicapped children either directly or indirectly. The "least restrictive environment" means that:

(a) Special classes will be moved to regular education buildings; and/or

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(b) Special students will be mainstreamed into regular classes. The federal legislation mandates a free, appropriate, public education designed to meet the specific needs of the handicapped student.

Additional information can be obtained from the following sources:

Cook, R. E. & Armbruster (1983). Adapting early childhood curricula. St. Louis: C. V. Mosby.

Allen, K. E. (1980). Mainstreaming in early childhood education. Albany: Delmar.

Paul, J.L., Turnbull, A. P. & Cruickshank (1977). Mainstreaming: a practical guide. Syracuse, Syracuse University Press.

Advocacy Groups:

National Association for Retarded Citizens
2709 Avenue E. East
P.O. Box 6109
Arlington, Texas 76011

National Center for Law and the Handicapped
1235 North Eady Street
South Bend, Indiana 46617

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Please use the space provided for asking questions expressing concerns and/or requesting additional topics of interest.

Workshop II: "Characteristics of Handicapping Conditions Techniques for Adapting and the Classroom to accommodate the Handicapped student."

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Appendix F

Newsletter 2

Characteristics of Handicapping Conditions and Techniques for Accommodating the Handicapped Student

Special Ed. Notes

Did you know?

Characteristics of Handicapping Conditions and Techniques
for
Accommodating the Handicapped Student

Students with many handicapping conditions will be mainstreamed now the PL 94-142 has mandated that students must be educated in the least restrictive environment. The following conditions are most likely to be integrated in the public school system:

Mental Retardation refers to persons scoring 70 or below on an IQ test and con not meet age level standards of self-sufficiency and social responsibility. IQ scores can no longer be used as the sole determiner of mental retardation.

Suggested techniques for incorporating the mentally retarded student in the classroom are:

1. to shorten assignments;
2. use concrete materials when possible;
3. give shorter directions; and
4. use visual cues with oral directions

Visual Impairment refers to visual conditions which adversely affects a child's educational performance. Partially sighted and blind children are both included in this category.

Suggested techniques for incorporating the visually impaired student in the classroom are:

1. use heavy black marking pen on dittoed worksheets;
2. delineate lines on writing paper with black marking pen;
3. write chalkboard assignments on paper;
4. record lengthy reading assignments; and
5. have a magnifying glass available to use with printed material.

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Neurological Impairment refers to individuals who have specific and identifiable central nervous system disorders such as Cerebral Palsy and Epilepsy.

Cerebral Palsy (CP) damage to the motor cortex portion of the brain. The motor cortex controls movement and posture. Common types of CP are:

a. Spasticity - increased muscle tone;
b. Athetosis - slow writhing movements;
c. Rigidity - extreme stiffening of legs and arms;
d. Ataxia - muscle incordination due to balance disturbance;
e. Tremor - involuntary shaking movements; and
f. Atonia - limpness and lack of muscle control.

Epilepsy is characterized by convulsions. Grand mal and petit mal seizures are most likely to be encountered by the classroom teacher. A student having a grand mal seizure may:

a. lose consciousness for several minutes;
b. fall to the floor;
c. become rigid;
d. have severe jerking spasms in arm, face and leg muscles;
e. drool or froth at the mouth;
f. lose control of urine and bowels; and
g. breathe irregularly.

Petit mal attacks are much milder. They only last a few seconds. A student having a petit mal seizure may:

a. have brief staring episodes;
b. flutter the eyelids; and
c. have lapses in speech fluency.

The following actions should be taken if a student has a grand mal seizure:

1. BE CALM. The child will regain consciousness in a few moments.
2. Try to prevent injury to the student by breaking the fall and keeping the student from falling on furniture or toys.
3. Loosen tight clothing especially around the neck.
4. Turn the child's head to the side.
5. Wipe away discharge from the mouth and nose to aid breathing.
6. Never attempt to restrain student's movements. and
7. Let the student rest following the seizure. Assure the student that all is well as consciousness returns.

There are no general techniques for accommodating the neurologically impaired student in the classroom. The epileptic student probably will not need any special adaptations to survive in the classroom. The CP student may find any of the following techniques useful:

1. appoint a buddy to bring assignments or handouts to and from the CP students;

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2. students should be allowed to answer tests orally if they find writing laborious because of poor muscle control; and
3. attach the student's pencil to the desk by taping or tacking string to the desk to assist the student in retrieving a dropped pencil.

Learning Disability (LD) is said to be an imperfect ability to listen, speak, think, read, write, spell, or do mathematical calculations. There is a discrepancy between the achievement and intellectual ability of the LD student.

Suggested techniques for incorporating the learning disabled student in the classroom:

1. give short oral directions;
2. keep the student's desk organized, a weekly desk cleaning with adult supervision maybe helpful;
3. allow students with poor auditory processing to use a tape recorder, it lets them replay the directions;
4. cut long worksheets into smaller units giving the student one unit at a time.

Emotionally disturbed students exhibit behaviors which are seen in "normal" children. The major difference is the frequency of the behavior. Some of the behaviors include:

a. self-destructive behavior (head banging)
b. cruelty to animals
c. temper tantrums
d. inability to tolerate frustrations
e. moodiness and withdrawal
f. difficulty in making friends

Suggestions for accommodating the Emotionally Disturbed student in the classroom.

1. STRUCTURE is the key, do not change the schedule or move furniture without preparing the student for change;
2. use a timer to remind the students how much time remains to complete an assignment;
3. provide immediate feedback; and
4. keep daily schedules readily available to remind student what is to be done and when.

Hearing Impairment are often very difficult to detect in infants and young children. Deaf children have incorrectly diagnosed as mentally retarded. Children who are unable to hear normally in the first years of life are handicapped in all aspects of speech and language development.

The following techniques can be used with students that have hearing losses:

1. the hearing impaired student must be able to see the speakers lips, do not talk to the class with your back to the window because the outside light creates a shadow across the lips;

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2. speak at your normal rate and loudness for any language teaching-learning situation;
3. sit or stand still, it's difficult to focus on a moving target;
4. do not exaggerate lip movements or pause between each word, this makes lipreading more difficult;
5. use visual instructions whenever possible; and
6. place the hearing impaired student near the front of the room away from a playground window or heating and air conditioning units.

The handicapping conditions that have been highlighted are conditions which educators could find in the mainstream. The staff can significantly help handicapped students by recognizing their strengths and weaknesses and by positively interacting with them as chidren rather than as types of problems.

The next workshop will address attitudes.

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Additional information can be obtained from the following sources:

Braun, S.J. and Lasher, M.G. (1978). Are you ready to mainstream? Columbus: Charles E. Merrill Publishing Co.

Jeffree, D.M., McConkey, R. and Hewson, S. (1981) Teaching the handicapped child. Englewood Cliffs: Prentice-Hall, Inc.

Stephens, T.M., Blackhurst, A.E. and Magliocca, L.A. (1982). Teaching mainstreamed students. New York: John Wiley and Sons.

Strain, P.S. and Kerr, M.M. (1981). Mainstreaming of children in schools. New York: Academic Press.

Advocacy Groups:

Presidents Committee on Mental Retardation
Department of Health and Human Services
Washington, D.C. 20201

National Association for Retarded Citizens
2709 Avenue E. East
P.O. Box 6109
Arlingaton, Texas 76011

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Please use the space provided for asking questions, expressing concerns and/or requesting additional topics of interest.

The next workshop will concentrate on "Assessing One's Feelings About Individual Differences".

Appendix G

Activities to Simulate Disabilities

Visually Impaired:

1. Using a small nail, punch a hole in a blank index card. Have students copy two or three sentences from the chalk board.
2. Have students wear a blindfold to eat lunch. Suggest that students try getting dressed wearing blindfolds.

Hearing Impaired:

*1. Have students watch television with the sound turned off.
*2. Have students wear ear phones or ear plugs if available for 10 minutes during indoor recess.

Mentally Retarded:

1. Have students work in pairs. Give each student a 3x5 index card. Have the students place the cards on their foreheads and write the numbers one through six quickly. When finished share work with partners.
2. Give each student a blank sheet of paper. Each student will need a pencil. Ask the student to follow a rapid set of directions that cannot be repeated such as "Write your first name in the upper left-hand corner and your last name in the lower right-hand corner, write your age on the middle of the bottom edge. Draw three circles in the middle of the page. Put an "X" on the third circle. Darken the first circle and put a smiling face on the middle circle". Exchange papers, go over the directions slowly take off five points for each mistake and subtract from 100.

Cerebral Palsy (experience muscle rigidity):

1. Put two thick socks on each student's hands. Tell the student they must put on a shirt and button it.

*Activities not appropriate for all primary students.

Appendix H

Newletter 3

Exploring Feelings

Special Ed. Notes

Did you know?

Exploring Feelings

Analyze your feelings about the following statements:

1. "The teacher said I should be back in the retarded class because I missed my math problems."
2. "Crippled children have no business playing on the playground."
3. "The teacher said I was out of luck when I told him I didn't understand the assignment."
4. "Johnny misses the directions because he doesn't want to hear them not because of his hearing problem."

Attitudes change as a result of recognizing problems and becoming informed about them. Effective mainstreaming requires respect for individual differences. When differences are respected each student is seen as different. Respect for human differences places value on individuality, thus the recognition of individual strengths and weaknesses and the development of personal relationships in which differences are valued.

Positive relationships grow out of open acknowledgement of strengths and weaknesses. Every student, including the handicapped has strengths, likewise every student including the "normal" student has weaknesses. Weaknesses must be recognized as natural parts of every human being. Students should be able to share their strengths and weaknesses in the classroom. Develop a positive and constructive environment in which it is safe to say: "I don't know." or "I need some help." Let it be known that no one has enough talents or strengths to be totally self-sufficient. Everyone has something to contribute from which others can benefit.

Negative teacher attitudes and behavior can affect children often making them passive, withdrawn, and/or fearful. Students' academic achievement and social behavior can be influenced by what is expected of them.

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Additional information can be obtained from the following sources:

Cook, R.E. and Armbuster, V.B. (1983). Adapting early childhood curricula. St. Louis: C.V. Mosby Co.

Hanline, M.F. and Murray, C. (1984). Integrating severely handicapped children into regular public schools. Phi Delta Kappan, 66, 4, 273-276.

Strain, P.S. and Kerr, M.M. (1981). Mainstreaming of children in schools. New York: Academic Press. Glazzard, P. (1982). Learning activities and teaching ideas for the special child in the regular classroom. New Jersey: Prentice Hall, Inc.

Advocacy Groups:

Closer Look
Box 1492
Washington, DC 20013

Council for Exceptional Children
Information Center
1920 Association Drive
Reston, Virginia 22091

President's Committee on Mental Retardation
Department of Health and Human Services
Washington, DC 20201

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Please use the space provided for asking questions expressing concerns and/or requesting additional topics of interest.

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